DOCUMENT RESUME

ED 227 512 CS 207 416

AUTHOR Gerrard, Lisa
TITLE Using a Computerized Text-Editor in Freshman Composition.
PUB DATE [81]
NOTE 27p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Freshmen; *Computer Assisted Instruction; *Course Evaluation; Higher Education; *Revision (Written Composition); *Student Reaction; *Word Processing; Writing Instruction; *Writing Research
IDENTIFIERS Freshman Composition; *Text Editors

ABSTRACT

To determine how useful a computerized text editor would be in helping students to revise their papers, an interactive text manipulation system (Wylbur) was made available to two classes of freshman composition students at the University of California, Los Angeles. Since the course received no advance publicity, students did not know when they enrolled that they would work with a computer. Analysis of student responses to a questionnaire about their experiences using the editor revealed the following: (1) too much extra time was required of them to use the word processor; (2) most reported Wylbur was at least manageable; (3) the single most frequent complaint concerned long lines and the apparently endless wait for a terminal; (4) the process for learning how to use the computer was often frustrating and cumbersome; (5) students preferred Wylbur to a typewriter and found computer-assisted revision easier and faster than manual revision; (6) most confined themselves to simpler procedures, overlooking commands that might encourage wholesale revision; (7) time limits/restrictions and expense discouraged full-scale revision; and (8) the system helped poor typists by allowing easier typographical correction and poor proofreaders by offering not only easy mechanical revision but also a fresh view of the text. (The questionnaire with student responses is included.) (HOD)

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Lisa Gerrard
UCLA Writing Programs
June 1, 1982

Using a Computerized Text-Editor in Freshman Composition

In the Spring Quarter, 1981, I ran an experiment to see how useful a computerized text editor would be in freshman composition. With Wylbur* at my disposal, I required 44 students in my 2 English 3 classes first to learn the system and then to use it for revision. I hoped first of all, to see if the project would work at all: could students learn Wylbur well enough to revise their essays on it? If they succeeded (and they did), what problems would arise in the process? And, finally, how useful would Wylbur be for teaching composition? Would it hinder or enhance revision? How could I use it more effectively? What follows is a description of the project and the results of a questionnaire designed to suggest some answers to these questions.

Since the course received no advance publicity, students did not know when they pre-enrolled that they would work with a computer. This arrangement assured me of a random assortment of students whose experiences with Wylbur might hold true for the average UCLA freshman. As it turned out, most of my students had little experience with or predilection for computerized machinery. While many were eager to learn word processing, others, recalcitrant,

*The UCLA Office of Academic Computing defines Wylbur as "an interactive text manipulation and conversational remote job entry system." (OAC WYLBUR User's Guide, 1979)

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considered Wylbur an imposition which their friends, happily ensconced in "civilian" English 3s, were spared. To some extent I sympathized with their resentment: only after they had committed my course to their schedule did students learn they had also committed themselves to an experiment, and a time-consuming one at that. Though from the outset I warned students of the added work and urged the truly overburdened to take a more conventional section, almost all--no doubt afraid of losing their place in an over-enrolled course--chose to stay. Since scheduling, rather than interest, often prompts students to take a class, in the future we might publicize Wylbur-English 3s befcre pre-enrollment.

Students objected primarily to the extra time required of them; those who resisted the project were less hostile to the project itself than to its failure to compensate them for their time. For these students, computer literacy was insufficient compensation: they wanted unit credit. We might consider offering 1 or 2 units for Wylbur instruction, if it's at all possible, or perhaps we could offer Wylbur as an adjunct course which students would take concurrently with English 3. Giving credit fcr Wylbur would certainly improve activation, and a word-processing workshcp appended to English 3 would allow students to master the mechanics of word-processing before setting them loose on their prose.

Despite complaints, the added workload was not all that

awesome. Though I exhorted students to begin early, they learned Wylbur primarily at their own pace, governed by a loose schedule: they spent weeks 1 through 3 reading a Learner's Guide published by UCLA's Office of Academic Computing (OAC), doing a practice exercise, and experimenting at the terminal; during weeks 4-10, they applied Wylbur to 2 of their 5 essay revisions. Michael Cohen, software consultant to the UCLA Writing Programs, acted as Wylbur instructor; he gave one lecture in the classroom, returned twice for problem-solving sessions, and often found himself "on call" to assist the perplexed. I, too, was available for emergencies.

Despite a few crises--Wylbur did occasionally erase a morning's work--most students worked independently and successfully. In answering the questionnaire, most reported Wylbur to be at least manageable (question 15) at the start, and only 2 found it extremely difficult (question 16) at the end. Most students ascribed their problems to their own mistakes and their unfamiliarity with Wylbur commands, rather than to malfunctions in the system. As I might have expected, experience corrected most problems.

Though the first stage of the experiment succeeded (clearly students could learn Wylbur in a 1-quarter English 3), the process was often frustrating and cumbersome. I discovered that several resources would improve instruction:

1. A shortened Learner's Guide, tailored for the user who is revising an essay. Since Wylbur was not originally designed as a word processor, and since it performs many non-word processing functions, the Learner's Guide contains many

instructions that are irrelevant and confusing to an English 3 student. The composition student needs a condensed Learner's Guide which describes only those procedures used in word processing, ideally through a step-by-step approach. In addition, an index and glossary would help, as would more visual illustrations and a section on solutions to specific problems.

2. Instruction at the terminals. Instruction in the classroom, using a diagram instead of a screen, is too abstract to be practical and cannot duplicate the student's initial encounter with the computer. We need the facilities to bring a whole class to a terminal room and seat each student at a terminal.

3. Warm-up exercises. Students often felt that concentrating on Wylbur's mechanics distracted them from revising. Thus, before committing a full essay to Wylbur, students should feel competent manipulating the system. The instructor might devise a series of exercises to introduce the student to word processing gradually; each assignment would require more expertise than the last. These exercises could make Wylbur a part of the writing curriculum by combining word-processing instruction with revision and writing practice.

4. Tutors or assistants specially trained to help students when they get stuck. Students in my classes often relied on neighboring terminal users, who, however well-intentioned, could not always apply their particular expertise to the student's revision project. Students need a place to go to for help: perhaps ARC (the tutoring center) could supply assistants. Also, since some terminal rooms are open 24 hours, students often need immediate help at unpredictable times. A walk-in or phone-in center would address this need.

An improved pedagogy would not solve all problems, though, and particularly not the most visible and annoying of them--the unavailability of terminals. The single most frequent student complaint concerned long lines and the apparently endless wait for a terminal. Since the whole campus community shares about 45 public terminals, the

sudden addition of 44 users overloaded the computer, infuriated Math Science habitues, and inconvenienced everyone from our students to OAC administrators. The scarcity of terminals made the project far more taxing than it need have been and suggested that large-scale use of Wylbur will be impossible until we have more terminals.

Once they landed a terminal, though, most students preferred Wylbur to a typewriter and found computer-assisted revision easier and faster than manual revision. About half the students felt that Wylbur invited an objective reading of their work and most (30 out of 37 respondants) found Wylbur at least "somewhat helpful" (question 45) as a revision tool. But while students claimed that Wylbur encouraged revision, they were more likely to revise for mechanical errors than for more sweeping changes in content, organization, or style. Students spent so much of their Wylbur time simply acquainting themselves with the system that they found themselves concentrating more on the mechanics of operating Wylbur than on their essay. As a result, they also confined themselves to the simpler procedures, overlooking commands which might encourage wholesale revision: it is easier to type over letters and words than to issue commands to move, copy, add, or delete whole paragraphs, and thus easier to revise superficially than substantially. For many students, Wylbur was not a revision tool, but simply an electronic typewriter. Were they more adept at Wylbur, students might manipulate larger

units, paragraphs instead of words, and feel encouraged to revise more thoroughly. A more efficient training procedure--one which incorporates Wylbur into the English curriculum-- would provide this encouragement. By using Wylbur on writing and revising assignments throughout the quarter, students might eventually feel comfortable enough with computer-assisted revision to concentrate on their text, rather than on the quirks of electronic technology. In addition, we, as teachers, might see more clearly the effects of computerized text editing on the revision process.

Given our present system, however, even the most skilled students will be unable to revise thoroughly on Wylbur. Substantial revision requires time, and, at present, Wylbur users must observe time limits at the terminals (usually one hour, but some allow only 15 minutes). But even unlimited access would not solve the whole problem. The present system discourages full-scale revision because it is expensive to use: every minute the student spends at the terminal costs money. To launch a full-scale study of computer-assisted revision, we must either increase the budget for Wylbur class accounts or acquire a less expensive word processing system. In the meantime, instructors who use Wylbur should be sure even their most skilled students write a reasonably complete draft before committing it to Wylbur. Students should know that expense and time limits make it wasteful to

compose on the screen. We are thus in the paradoxical position of encouraging students to revise thoroughly and to exploit Wylbur's revision potential while discouraging them from imitating my greatest enthusiast, who in one week became addicted to Wylbur, exhausted his account, and accumulated a $63 deficit.

The present system, then, encourages students to view Wylbur as an agreeable typewriter. Used this way, Wylbur helps poor typists by allowing easy typographical correction, and poor proofreaders by offering not only easy mechanical revision, but also a fresh view of the text. But students who view Wylbur only as an electronic typewriter may run into trouble if they attempt to enter and format text simultaneously. Unlike a typewriter, Wylbur is likely to do some behind-the-scenes rearranging of text. To keep margins, paragraph indentations, and end-of-line words intact, students should divide the process into 3 distinct steps:

(1) typing and revising text
(2) formatting (establishing margins, paragraphing, etc.)
(3) printing (selecting printer, typeface, paper size, etc.)

In the end, though, the time and expense poured into computer instruction deserves a more ambitious object: the word processor not as typewriter, but as a true composition tool. We need to experiment with students who actually compose at the terminal to see if they perceive their

writing differently on the screen than they do on a written or typed manuscript. Many of my students felt they were more objective about their work when viewing it on the screen; are there other perceptual differences? Certainly the manuscript looks different lit up in phosphorescent green. Does this altered apppearance affect how the writer perceives what she has written? If so, how will the altered perception affect composition? Or, even farther afield, researchers studying the physical and psychological affects of T.V. watching have found that the cathode ray tube causes a physiological change in the viewer. Would any of this research apply to computer-assisted composing? How might extended staring at the screen affect the writer and her product? Then, too, how important is the mind-to-hand movement to the act of writing? Would computers interfere with this operation or substitute a physical dynamic of their own?

In addition to research possiblities, the computer has some practical classroom uses. Peer critiquing might proceed in front of a terminal either with several students viewing the same screen, or with the same text projected on several screens. Students might also have access to other students' files, so that they could call up and edit each other's work, and type in their own comments. Because they work well with fill-in-the-blank operations, computers might lend themselves to all kinds of imitation exercises. In fact, many of the other instructional devices we now use

could work on the computer, sentence-combining and pre-writing exercises, for example.

Although we know that these operations proceed quite nicely on ordinary paper, it might be worth finding out if they work differently with computers. So far, most of what my class did on the computer could have worked as well on paper. Only further study will tell if computers actually improve (or, for that matter, impair) student writing.

By the end of the quarter, most of my students regarded the project as a success. Largely left to teach themselves, they learned quickly, initially spending 3 hours on their revision, later only 2. Most were curious about computers and appreciated the chance to learn a new skill; several used Wylbur for all their assignments--history and math, as well as English. The students who were most intrigued by Wylbur found that Wylbur allowed them to combine work with pleasure, and because they were having fun, they worked longer on their revision. As long as Wylbur's attractiveness outlasts its novelty, this capacity to entertain could be a powerful pedagogical advantage.

WYLBUR SURVEY

NUMBER OF SURVEYS READ 37

I. PERSONAL BACKGROUND

1. Please indicate your class level:

freshman	23
sophomore	6
junior	6
senior	2

2. What is your major?

political science	8
economics	7
undeclared	6
sociology	3
communications	3
history	2
psychology	2
biology	2
English	1
engineering	1
German	1
geography	1

3. Did you take English A? 5
Did you take English 1? 18

4. Do you enjoy writing?

yes	28
no	8
NA	1

5. What do you enjoy about writing?

expressing my point of view	11
being creative	10
letting out my feelings	5
organizing my thoughts	4
satisfaction of producing a good paper	3
aesthetics	2
exploring my feelings and point of view	2
fun	1
self-improvement	1

6. What kind of writing do you like to do?

journals	20
letters	20
fiction, poetry	19
essays	15
other	6
nothing	2

7. What kind of writing, if any, did you do before taking English 3?

essays, in college	22
journalism	9
fiction	7
term papers	5
letters	5
poetry	5
none	3
diary	3
high school assignments	2
radio/T.V. scripts	2
literary criticism	1

8. How would you compare your writing ability to your expertise or skill in other courses?

less	8
same	21
more	8

9. What prior experience, if any, have you had with computers?

None	20
Some experience ir high school and college courses	7
Used PLATO	3
Substantial experience including Wylbur	1
Used Compugraphic at work	1
Used keypunch at work	1
Studied BASIC and TECO (DEC-10)	1
Studied BASIC	1

10. What prior experience, if any, have you had with word processors or other text editors?

none	31
Wylbur	2
some, in another course	2
a lot, at work	2
some, at work	2

II. Learning Wylbur

11. In which week of the quarter did you read the Wylbur Learner's Guide?

Average week = 3.91

12. How helpful was the Learner's Guide?

useless	2
somewhat helpful	21
very helpful	8
indispensable	5
NA	1

13. What suggestions do you have for revising the Learner's Guide to make it more useful to student writers?

condense it	16	"I couldn't find what I needed quickly while using the computer."
begin with only very basic information; add more advanced details later	5	"All a student needs to know is how to use the control buttons, how the screen operates, how to print copies, the UPD, REV,COLL SAVE, and USE commands. No need for MODIFY, etc."
		"Instead of taking the student through the long process of writing FLETTER, correcting mistakes, etc., the Learner's Guide should just lay out step by step--simply--the process for logging on and off and then (define essential commands)."
		"We had so many directions that we didn't use thrown at us that we couldn't help but get confused."

give a list of commands and how to use them	4	
anticipate possible problems and supply solutions; create an index of likely problems	3	
use less technical language	3	"Put it in English. Most of the instructions are in computerese."
arrange it as a step-by-step guide to use as the user types in her own work	1	
put logging on, basic typing in, and paging together in one place	1	
use more illustrations	1	
expand and clarify the section on how to prepare your paper for printing	1	
include only the material the student needs for English 3	1	
improve the table of contents	1	

14. In which week of the quarter did you begin to use Wylbur?

average = 5.92

15. How difficult was Wylbur at the start?

extremely difficult	7
manageable	27
effortless	3

16. How difficult was Wylbur at the end?

extremely difficult	2
manageable	21
effortless	14

17. What was most difficult about using Wylbur?

The most frequent complaints concerned specific operations in using Wylbur:

pageit (OAC pagination program)	6
justifying margins	5
getting paper printed	5
losing text	4
moving parts of essay around	2
putting title on paper	2
paragraphing	2
logging off	2
making corrections in text	1
double-spacing (pageit)	1
Wylbur unpredictable (commands didn't always give same results)	1
Wylbur's unhelpfulness when problems arose	1
"advanced" commands (script, underlining, quotations, etc.)	1
knowing how far to the right margin to type	1
insert command	1

Some students also referred to difficulties inherent in the project as a whole:

access to an unoccupied terminal	5
typing the whole draft	1
the initial learning stages	1
time limits on terminals	1
remembering commands	1
attention required to learn Wylbur detracted from concentration on writing	1
innate distrust of machine	1
directions not straightforward	1
insufficient knowledge of Wylbur	1
"reading the endless Learner's Guide."	1

18. What was easiest?

entering text	13	
logging on	11	
making corrections in text	11	"It was really nice to type in a correction and to have the mistake fixed automatically. I like being able to move around parts of my text and to see the mood of the essay change. Wylbur was a big plus for correcting. I didn't have to make copy after copy."
logging off	7	
printing the paper	2	
entering basic commands	1	
much faster than a typewriter	1	
similarity to a typewriter	1	
full-screen allowed you to see the whole essay	1	

19. What technical problems did you encounter?

Technical problems varied widely from student to student but these were the most common:

student got logged off after "message waiting" signal	7	"'Message waiting.' I ignored it. Wylbur yelled at me and then erased everything."
lost paragraph indentations	3	
unsolicited symbols appeared on screen	2	"During brief pauses, Wylbur would type Greek letters and mathematical figures on my paper."
lost whole text	2	
Wylbur failed to print paper	2	

3 students said they encountered no technical problems. The remaining cited the following problems (1 per student):

entered the appropriate information but Wylbur continued to prompt with the same question
pageit
Wylbur put spaces in the middle of words
formatting paper
logging on
correcting before entering UPDATE

getting only lower case
access to terminal
length of time it took essay to print
failure to SAVE
cursor got stuck in margins
forgot to type COLLECT occasionally
Wylbur failed to print essay
forgot to jot down job number; couldn't review work
put blank space in wrong place when giving commands
2% sign repeatedly flashed at the down for 10 minutes
Wylbur erased lower half of text; student couldn't retrieve it
computer went down
would not double space
Wylbur would sometimes call command invalid
small mistakes became very costly
lost everything because didn't push ENTER occasionally
confused CR command with another when went to print essay
getting text to skip lines
only when used commands incorrectly

20. Did you ever have trouble getting a terminal?

yes = 23
no = 14

21. What kind of trouble?

terminals full	14	
long wait*	7	"I waited 2 hours once."
		"No matter what time I went--1:00 p.m., 8:00 p.m., or 1:00 a.m.--there were always lines."
time limits too short	4	"After waiting for 2 hours, I came to the terminal. Then after only 1 hour, 15 minutes, a nagging man called OAC to kick me out. I was on a 1-hour terminal. Eek!"

* One student noted that terminals were usually available in Health Sciences.

people don't observe time limits	3
Decwriters in Math Sciences were locked up--no access	1
Wylbur was off-line at odd hours	1

22. Where did you use Wylbur?

*NOTE: some students entered two or more answers.

Math Sciences	27
GSM	18
Other	5
Health Sciences	2

23. Where did you go for help when you had problems?

people at adjacent terminals	22
Learner's Guide	5
OAC office	3
classmates	2
no one	2
consultants	1
Michael Cohen	1
Lisa Gerrard	1
a friend	1

24. Who or what helped you the most when you got stuck?

people at adjacent terminals	20
Learner's Guide	7
no one	5
notes taken during class presentation	2
friend who knows Wylbur	1
Lisa Gerrard	1
Michael Cohen	1

25. How long did the first essay take?
(answers were rounded to the next highest hour)

Average = 3.08

26. If you spent more than 3 hours typing and editing your first essay on Wylbur, explain why.

forgot to set UPLOW (command allowing upper and lower case text entry)	3
slow typist	3
kept making mistakes	2
unfamiliar with commands	2
lost a page	1
worked slowly	1
tried to edit while Wylbur was listing	1
Wylbur kept erasing my work	1
waiting for printout	1
kept referring to Learner's Guide	1
computer kept going down	1
typed rough draft and did 7-10 revisions	1

27. About how long did it take you to type and edit your second essay on Wylbur?
(answers were rounded to the next highest hour)

average = 2.06

28. If you spent more than 3 hours, explain why.

no responses

29. Did you feel comfortable with Wylbur by the end of the course?

yes = 29
no = 7
NA = 1

30. If not, how many weeks would it take you to feel comfortable with Wylbur?

average = 6.33
(does not include 31 students not answering)

31. Do you think Wylbur would have been more helpful if you had spent more time learning to use it?

yes = 27
no = 9
NA = 1

32. Describe what you think would be the ideal way to learn Wylbur.

bring class to the terminals; teach them there	10
assign 1 paragraph to type on Wylbur; gradeless assignments at first	7
demonstrate Wylbur while class watches	7
offer a 2-unit class on Wylbur, or give 5 units to English 3 - Wylbur	4
use all quarter on all essays	2
revise the Learner's Guide	2
have a terminal at home to practice on	1
don't require it; give extra credit	1
set up a special office to help students with problems	1
not at all	1

III. USING Wylbur TO REVISE

33. How many essays did you revise on Wylbur?

Average = 2.21

34. How much of your revision time did you spend on Wylbur?

less than 10%	= 8
10% - 25%	= 14
25% - 50%	= 8
50% - 75%	= 4
75% - 100%	= 2
no answer	= 1

35. Was this more or less time than you ordinarily spend in revision?

much less	= 5
less	= 9
the same	= 10
more	= 7
much more	= 0
no answer	= 1

36. Did you find it easier to make corrections on Wylbur than on a typewriter or a handwritten manuscript?

yes	= 28
no	= 8
NA	= 1

37. Could you prepare your essay more quickly on Wylbur than on a typewriter?

yes = 25
no = 11
NA = 1

38. Did Wylbur allow you to make revisions you ordinarily might not make on a typewriter?

yes = 25
no = 10
NA = 2

39. How much of your revision on Wylbur was minor editing (spelling, punctuation, grammar)?

less than 10% = 10
10% - 25% = 10
25% - 50% = 6
50% - 75% = 2
75% - 100% = 8
no answer = 1

40. How much was wholesale rewriting (shifting paragraphs, reformulating sentences, major reorganization)?

less than 10% = 18
10% - 25% = 10
25% - 50% = 3
50% - 75% = 3
75% - 100% = 2
no answer = 1

41. Was there anything about using Wylbur that encouraged you to revise for content, organization, style, mechanics?

CONTENT
yes = 10
no = 21
NA = 6

ORGANIZATION
yes = 16
no = 20
NA = 7

STYLE
yes = 5
no = 24
NA = 8

MECHANICS
yes = 18
no = 12
NA = 7

41. Explain.

mechanical errors easy to correct	6	
making long inserts more trouble than moving whole paragraphs and changing words	5	
encouraged revision because Wylbur made it easy to move and delete paragraphs	3	
Wylbur too expensive to use for major revision	2	
Wylbur allowed the writer to see the work as a whole, see discrepancies in style, mechanics, organization	2	"The mistakes were more conspicuous on Wylbur and because they were easier to change, I experimented much more."
allowed bad typist to relax, since Wylbur made it easy to correct typos	1	
had no effect on content, etc.	1	
should never be used for content, etc.	1	
encouraged revision for style	1	

42. Were you more or less objective about your essay when seeing it on a screen than when writing or typing it?

less = 4
same = 14
more = 18
no ans. 1

42. Explain.

greater objectivity made essay easier to revise	7	"Mistakes that I would normally overlook on a typewriter stood out more clearly on the screen."
		"The essay seemed less like something I wrote myself when shining at me on an illuminated screen."
		"The screen created distance between the actual writing and and the idea of the essay and made the essay easier to revise."
		"It seemed very stark and cold on Wylbur, which enabled me to read it as another reader might."

		"Seeing it written on the screen makes you more aware of what you're saying."
Wylbur's advantages gave the writer confidence to revise	4	"It was comforting to know that if I made a mistake, I could fix it without retyping the paper."
		"Because of Wylbur's ability to shift, delete, and insert, and its various storage-recall abilities, I felt more confident to destroy what was displayed, save it, or use any of the other delightful mechanisms."
just as objective as typewriter	3	
encouraged numerous re-readings of essay; allowed writer to notice awkward parts and mistakes	2	
the mechanics of using Wylbur got in the way of revising for content	2	"I was more concerned with Wylbur logging me off, the system going down, or deleting my work than I was about being objective about my essay."
allowed writer to log off, get away from essay, relax, and return to essay refreshed	1	
intimidated writer	1	"I was intimidated by knowing once the paper was printed I couldn't change things anymore."
Wylbur discouraged objectivity	1	"It was not easy to see my mistakes while the essay was on the screen. When I have my paper in my hand I seem to understand it better."
ordeal of access to Wylbur discouraged revision	1	"By the time I had rearranged my schedule to allow time for Wylbur, and had gotten a terminal, I really didn't care <u>what</u> my paper looked or sounded like--I just wanted something to turn in."

43. What effect do you think Wylbur had on your finished essay?

essay more thoroughly revised	11	
essay more thoroughly proofread	6	
none; used Wylbur only as a typewriter	5	
essay looked neater	5	
hurt essay because time spent struggling with Wylbur detracted from time used on essay	5	
essay completed faster	1	
created distance between writing and essay, which made essay easier to revise	1	
encouraged experimentation, which produced a more polished essay	1	
essay looks worse	1	
gave writer a sense of accomplishment	1	"It made me proud. I felt that I had accomplished two things."

44. List the advantages and disadvantages of revising an essay on Wylbur.

ADVANTAGES

mistakes are easy to correct	12
revision is easier	9
saves time	7
essay looks neater	5
typing is easier	3
opportunity to learn to use a computer	3
saves money on paper and Liquid Paper	2
quiet	2
promotes objectivity	2
easier to look at for long periods of time than typed drafts	1
eliminates retyping	1
writer can see mistakes quickly	1
more relaxing than typing	1

DISADVANTAGES

difficult and time-consuming to learn	8	
computer goes down	7	
waiting for terminal wastes time	6	
user's lack of experience	4	
finding a free terminal	4	
problems with overloading computer	2	
time restrictions on terminal cause tension	1	"I feel more confortable revising on my own time in an environment conducive to creative thinking."
fear of losing material	1	
slower than typewriter	1	"It takes 2 hours and another trip back to get a finished copy; it's faster to type on a typewriter."
keyboard difficult to see	1	
very expensive	1	
none	1	
time-consuming	1	
uncomfortable environment	1	
detracts from time spent on revision	1	
pageit difficult	1	
terminal room noisy; hard to concentrate	1	

45. How helpful was Wylbur in revising your essay?

deterrent	= 6
somewhat helpful	= 16
very helpful	= 14
indispensable	= 0
NA	= 1

46. Rate Wylbur according to the various categories listed below:

EFFICIENT USE OF TIME

low	= 10
moderate	= 18
high	= 9

QUALITY OF REVISION

low	= 6
moderate	= 14
high	= 14
NA	= 1

NEATNESS OF PRODUCT
low = 3
moderate = 7
high = 27

FUN
low = 8
moderate = 19
high = 9
NA = 1

47. What was most rewarding about using Wylbur?

learning about computers	19	"I've always wanted to learn how."
product neat	6	
easy revisions	5	
satisfaction when it worked perfectly	4	
fun	2	
feeling in control of essay	1	
not being inhibited about changing things	1	
not much	1	
nothing	1	

48. If you were to sign up for English 3 again, which would you choose?

regular English 3	14
Wylbur English 3	22
no answer	1

49. Would you like to use Wylbur in the future?

yes = 25
no = 10
NA = 2

50. How useful do you think Wylbur would be in any future writing you may do (in school, work or anywhere else)?

useless = 4
somewhat useful = 15
very useful = 16
indispensable = 2

51. Do you foresee using a computer in the future for purposes other than writing?

yes = 25
no = 10
NA = 2

52. Considering everything you did, from reading the Learner's Guide to revising your final essay, how would you rate the whole experience?

low value	= 7
moderate value	= 12
high value	= 17
NA	= 1